Teachers' Beliefs about Classroom-Based Assessment: Challenges and Possible Solutions for Indonesia Teachers

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Abstract: This study sought to discover the beliefs of three secondary teachers at Maluku Barat Daya, Indonesia, concerning classroom-based assessment to find out the teachers' beliefs and their sources. This research also identifies the challenges teachers face, mainly from the student's behavior while putting it into practice, and suggests ways they employ to get beyond those challenges. This study used a qualitative methodology and was divided into three phases for data collection: classroom observation, in-depth interviews, and document reviews. The data were triangulated to ensure validity, and Cresswell's flow model was utilized for analysis (2012). The study's findings demonstrated how crucial teachers' opinions are regarding classroom-based assessment for individual assessments to improve students' proficiency in the target language. The English Teacher Union, personal experiences, literature, lesson plans, and curriculum are the sources of the instructors' beliefs. However, students' lack of skills and attitudes posed problems when implementing classroom-based evaluation. Teachers address these issues by reviewing the content again, doing an icebreaker activity, and raising awareness of the pupils' deficiencies. This study concludes that the phenomena in the classroom and instructors' views are relate.

INTRODUCTION

As educators, we constantly evaluate whether we truly practice what we believe. It is critical to recognize the importance of beliefs in classroom practices because they can serve as a navigational tool for maximizing teachers' professional development in coping with real-world teaching situations and decision-making. (Pajares, 1992; Brookhart, 2013; Schafer, 2016; Wafa, 2016; Salamah, 2017). However, current literature confirms little to no explanation of how teachers relate their beliefs to practices (Borg, 2003; Verloop, 2001; Cabaroglu, 2000; Rahayu, 2013; Halali *et al.,* 2017).

Teachers' belief systems, which include their information, attitudes, and goals, are the primary source of their instructional strategies. According to Pajares (1992), beliefs help teachers identify with their surroundings and significantly influence their decision-making

process. Beliefs are modified into beliefs that control the intentions and choices of a teacher. In terms of education, beliefs apply to the conduct of teachers with those individual teaching activities that indicate teachers' beliefs regarding teaching and studying a foreign language (Hattie & Timperley, 2007; Saad, 2013). Rovikasari et al. (2019) further assert that teachers' beliefs guide thought and behavior. She proclaims that the conviction of teachers is related to the cognition of teachers that teachers are active decision-makers who make educational decisions by drawing on nuanced, technically driven, customized, and context-sensitive knowledge and belief networks. Therefore, trust in the elements of teaching will play an important role.

This is particularly important in assessments, as Thomas (2012) discovered that one-third and one-half of an educator's time is dedicated to assessment tasks. Hence, teachers should be able to master types of good assessment in a classroom and understand categories of assessment that fit best to their students in classroom practices. Teachers' beliefs about classroom-based assessment are vital; as Shepard (2000) summarized, variety in assessment techniques is a virtue because the assessment process interacts intricately with the nature of the evaluation itself. He goes on to say that while both skills may be crucial for education, the capacity to recount a narrative after reading it may be distinct from the ability to respond to understanding queries about it. Thus, there are strong arguments for using many assessment methods, even for the same learning target, to guarantee accurate measurement and encourage the growth of flexible and robust understandings. (Shepard, 2000).

Scholars are encouraged to continue researching the relevant topic due to a lack of unanimity in research findings. The beliefs of EFL teachers in assessment practices are included as Islam & Stapa (2009) opinioned that classroom evaluation is seamlessly incorporated into teaching and learning that teachers use to make value decisions about the success of learning. Meanwhile, teachers and students encounter each other differently in various classroom environments. Thus, the gap becomes even more salient in the Indonesian EFL context. Scholars (e.g., Salamah 2017; Rahayu, 2013) advocated that more studies on teachers' beliefs should be conducted, typically in the Indonesian EFL context. To address the gap, the following research questions are used in this study:

1. What are the teachers' beliefs and its sources about classroom-based assessment?
2. What are the challenges and possible solutions that teacher encounter in applying classroom-based assessment?

METHOD

Participants

As Gay, Mills, and Airasian (2006) explained, there are no principles in determining the exact number of participants in a qualitative study. Furthermore, even if there are no set rules for sample size, sampling in qualitative research usually employs small numbers to investigate in depth and detail (Baum, 2002; Patton, 1990; Miles & Huberman, 1994; Patton, 1990).

The study was conducted at SMA Negeri 13 Maluku Barat Daya in Maluku Province, Indonesia. The teachers were selected based on their qualifications: 1) She/he has minimum academic qualification: Sarjana degree in English program; 2) She/he has five years or more of teaching experience. 3) She/he is a member of MGMP at the city/province level. In qualitative research, subjects are selected purposefully (Sargeant, 2012). Therefore, participants who can best contribute to the research questions and enhance their understanding of the phenomena are chosen based on the criteria. Instructor 1 is called T1, Instructor 2 is called T2, and Instructor 3 is called T3.
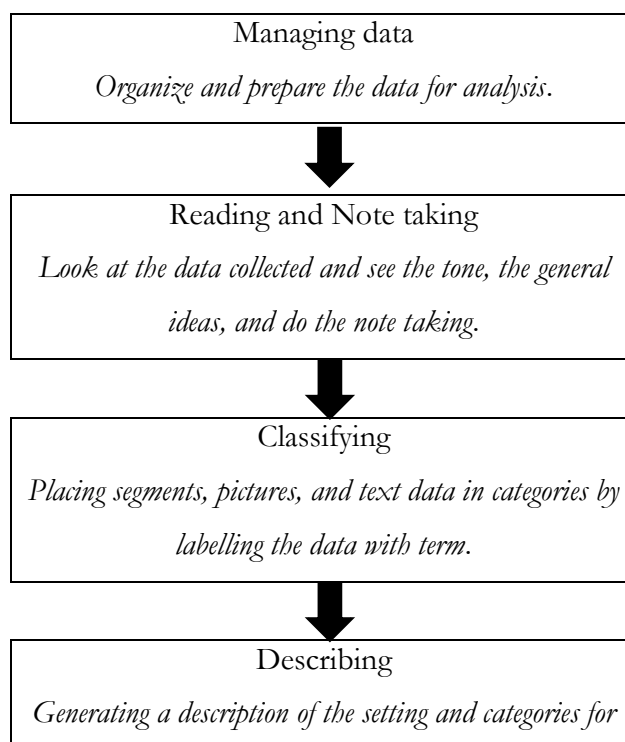
Instrument

Having selected the participants, the study employed the following data collection method. The current study employed a qualitative research approach to learn about teachers' beliefs on classroom-based assessment. To gather comprehensive data, three methods were employed: classroom observations, in-depth interviews, and document reviews. First, classroom observations were conducted using an observation checklist to record classroom activities systematically. Next, in-depth interviews were conducted with the teachers using a structured list of questions. These interviews were recorded to capture detailed responses. Finally, relevant documents were reviewed to provide additional context and support the findings. This is consistent with the claim made by Pajares (1992) that beliefs must be inferred from what individuals say, intend, and do rather than being directly seen or assessed.

Data Analysis

The data analysis was conducted after the data were all collected. The interviews, observations, and documents were reviewed, transcribed, and analyzed case by case through systematic, qualitative analysis. The researcher used Creswell (2012) to suggest six steps of qualitative analysis.

The six steps start from managing the data. The researcher must organize and prepare to analyze the data. It provides a general sense of the information. Data management allows it to be sorted based on source information. Reading and taking notes is the second step. At this point, the researcher starts examining the data to assess its authenticity and to assess its overall concepts, tone, and note-taking. Data classification is the third step. This involves categorizing text and images, segmenting data, and assigning a word to each. The fourth step is to describe. In this description stage, categories for analysis and a description of the persons, places, or events are created. Interpreting comes in step five. How to respond to the analysis's conclusions is covered in this stage. Asking oneself what can be gained from this report is the last stage, and it is done by visualizing the result.

Managing data

Organize and prepare the data for analysis.

Reading and Note taking

Look at the data collected and see the tone, the general ideas, and do the note taking.

Classifying

Placing segments, pictures, and text data in categories by labelling the data with term.

Describing

Generating a description of the setting and categories for

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Interpreting
Address the findings from the analysis.

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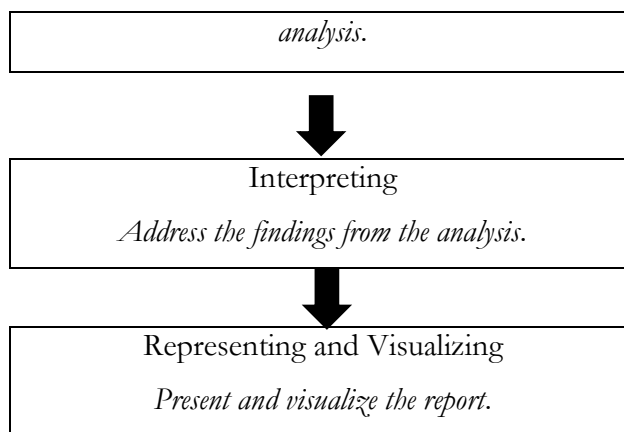| Representing and Visualizing |
|:---:|
| *Present and visualize the report.* |

Figure 1. Data Analysis of Qualitative Study by Cresswell (2012)

RESULT AND DISCUSSION
Classroom Observation

Classroom observation data revealed that teachers demonstrated their beliefs through practical examples as what T1 did, such as:

✧ Use various forms of assessments
✧ Asks higher-order thinking questions
✧ Provides opportunities for students' participation

She asks higher-order thinking questions to see how well students comprehend in the classroom. During the exam, she began by asking students with high-order thinking questions about her teaching content. After that, the students take turns answering the questions. She can examine how the students perform compared to their peers in the classroom and their prior knowledge of the materials. She notes who needs additional exposure during the learning process after that. She demonstrated this in her classroom by providing opportunities for students to participate. For example, when she asked how to give an opinion about something, the students could answer the questions sequentially.

T2, on the other hand, demonstrates sufficient content knowledge and makes it apparent and valuable. For example:

✧ Allows time for students to participate
✧ Asks logical, intentional, and thought-proving questions

He demonstrated during the learning process that he always allows time for students to participate in the classroom to improve teacher-student and student-student engagement. He encourages his students to be engaged and motivated by asking logical, intentional, and thought-provoking questions. T2 used a quick comparative assessment to see how his students did during the classroom observation. He began by asking the students to read the section on the module for one minute and then assess their grasp of the recount text. After that, he asked each student to explain briefly what a recount text is and why people must create one. He compares peer-to-peer understanding in this way. He can tell who excels at this particular subject. As a result, he requires more examination to outperform other students who still lack comprehension. On that specific day, the topic was Recount Text. He described what a recount text is and how someone may write about one using the students' daily experiences. The teacher believes that by integrating real-life experiences with the students, he may increase student participation and engagement in the classroom.

Moreover, T3, on the other hand, demonstrates a high enough command of the material and conveys it simply and realistically, such as:

✧ Quiz
✧ Asks short why and how questions

During the observation, the researcher witnessed that T3 does a quiz for her students as an initial process to identify how the students cope with previous material. She started the first activity in class by asking the students to grab a sheet of paper and prepare their pens. The questions from her follow it. She asked 1 to 5 questions regarding previous material, and the students started to answer on their paper. It is a short but informative question for the students to answer. Before moving on to a new subject, the teacher allows the students to dig up their comprehension.

Furthermore, she uses higher-order thinking skill questions in the classroom, such as why and how to examine how the students categorize the difference between cause and effect regarding one particular material. The teacher encourages students to respond using their own experiences. She encourages her students to be engaged and inspired in the classroom by asking rational, purposeful, and thought-provoking questions. It is linked with Rovikasari et al. (2009), who further asserts that teachers' beliefs guide thought and behavior. She enjoys motivating her students because they cannot deal with foreign language acquisition. She uses simple and realistic demonstrations to teach her students about the subject during the learning process. For example, the topic is about Cause and Effect. She uses the example of someone who eats a lot and gets diarrhea. It was simple yet handy for the students to understand.

Regarding the assessment in the classroom, the teachers applied various types of evaluation that can be seen in Table 1:

Table 1. Observation of Classroom-Based Assessment

No	What to observed	Description	Observed								
			Teacher 1			Teacher 2			Teacher 3		
			Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
1	Classroom-Based Assessment	Impromptu quizzes or anonymous vote	√			√			√		
2		Short comparative assessment to see how students performed against their peers	√			√			√		
3		One minute papers on a specific subject matter	√			√				√	
4		Summarize what students have learnt	√			√			√		
5		Silent classroom pools		√			√			√	
6		Ask students to create a visualization or doodle map of what they learnt		√			√			√	
7		Create diagrams/charts to demonstrate learning		√			√			√	
8		Homework or	√			√			√		

		classwork			
9		Asking higher order questions (why and how)	√	√	√
10		Ask students to summarize what's the lesson for today's subject matter	√	√	

All teachers applied different assessments according to the learning material. The teachers also considered whether the evaluation was doable for the students. Hence, they have various types of assessment in the classroom.

Document Review

The data gathered for this study was compiled from the teachers' documents. The documents that the researcher examines are the lesson plan and student tasks. The documents were linked to observations of teaching and learning processes in the classroom and later during the researcher's interview process.

In the lesson plan, T1 applied two assessment types: knowledge and skills. One included in classroom-based assessment are quizzes as written tests followed by direct questions and answers. The other one is a daily presentation, project, or product presentation. The evaluation that T2 applied, which includes classroom-based assessment, is about quizzes in written test form and speaking through questions and answer sessions in the classroom. Besides, the project given by the teacher is about group work in creating a video about recount text, including what it is about, the generic structure, etc. Meanwhile, the tasks are all given from the module that the teacher created. It includes classroom-based assessment because they will check the answer directly in the classroom, and the module is also used as a learning source for the students and the teacher.

On the other hand, T3's lesson plan does not contain classroom-based assessment. It is the same as what the other teachers do. However, the evaluation they applied during teaching and learning can be another classroom-based means. The teacher observed students' attitudes during the learning process and took it as a measurement for them in language learning. Students' worksheets are used as an assessment for knowledge skills and sometimes as a quiz for the students as a warmup for the material. T3 also gives the module to her students. Daily assessment in the classroom is through the tasks in the module as well. They discuss and examine all the material together, and the teacher can use it as a measurement for the assessment in the classroom.

To conclude, all teachers applied two types of assessment: knowledge and skill assessment. Moreover, the teachers intertwined those assessments with the classroom-based assessment that can be seen from the classroom observation. Meidasari (2015) affirms that the primary aim of assessment and evaluation is to advise teaching and promote and encourage learning to encourage maximum individual development. Hence, when the teacher is knowledgeable about the review, things in the classroom could be easy since they understand the students' characteristics and what kind of assessment they need to face to encourage maximum individual growth in learning the target language.

In-depth Interview

The information acquired for this study showed that, as instructors can see each student's competence on a general level, their opinions on classroom-based assessment

substantially impact students' assessments. The instructors thought gathering data on the kids and the classroom was essential through classroom-based assessment. According to Souisa (2007), these assessments are beneficial because they better gauge students' development and performance, direct and enhance instruction, and identify gaps in students' subject-matter knowledge (Hurley & Tinajero, 2001; Short, 1993). All educators concurred that to make informed decisions about how best to support their students' learning and teaching, they needed to hear what other educators had to say about using classroom-based assessment.

When responding about the term 'teachers' beliefs,' the teachers commented about what they understand about teachers' beliefs in general. T1 stated that

I believe it is the teacher's confidence in students' abilities. When I believe this student is capable, then he can. All I know is that when I believe this student can, it means he is capable.

Similarly, T2 argued that teachers' beliefs referred to teachers' knowledge about what they are doing in the classroom.

I think teachers' beliefs are what teachers believe in what he does for the people they teach, in this case, the students. When the teacher believes one method will benefit the students, he thinks it is true. He will make the students understand all the materials with the technique and accept what is taught.

Meanwhile, T3 said that teachers' beliefs affect their students' ability to deal with their learning experiences daily.

In my opinion, to be teachers, we must be morally responsible towards students. I believe that what I give and make will be very influential in the student's future. So, if I did something wrong, students would also grow and develop in the wrong direction. Therefore, as a teacher, it is essential to understand that what we make will be very influential for students in the future. That is what I believe.

The teacher needs to understand that through their beliefs, what they are doing in the classroom will affect what the students do shortly. From their beliefs, they acted as a role model for the students to give good examples. They believe the students are just like a machine copy who imitates their teachers' actions. She believes being a good example leads her students to be respectful and responsible for themselves later.

Furthermore, in responding to their beliefs about classroom-based assessment, all the teachers said that it made it easy for them to identify their students and categorize which is weak on the particular material and which is excellent on the other specific material. It makes it easy for teachers to measure their students' abilities individually. As Arifin (2010) affirms, the classroom-based assessment is expected to help obtain data and information about the profile of students' achievements and learning progress in full.

T1 notes that classroom-based assessment is significantly easier in measuring the students' ability than the summative test usually held at the end of the semester. She commented that classroom-based assessment is significant in dealing with evaluations made for the students. It is influential in determining students' abilities in a way that is faster than the other. This is because teachers and students can directly see what is happening with the learning process when the classroom assessment is applied. T1 stated that

Classroom-based assessment, in my opinion, is very significant. Classroom-based assessments are better than other assessments. Typically, on average, all teachers and I rate students more on classroom-based assessments to see their tasks. It is when the task is the standard of judgment in class, but sometimes it is copied-pasted from friends. From classroom-based assessments, we know whether the student is active and responds well in class. Therefore, I do not wholly depend on the final project score; I also consider my assessment in the classroom.

T2, on the other hand, stated that classroom-based assessment is based on the teacher's experience. He meant that his expertise in delivering assessments to his students varied

depending on the school where he taught. He says each student has a unique comprehension and capacity to comprehend a foreign language. They learn, recall, and acquire language in various ways. As a result, teachers should vary their evaluation methods for students rather than sticking to one sort of assessment. The exam should be tailored to the student's abilities and comprehension. According to T2:

> *A classroom-based assessment is an assessment that is based not only on standard qualification and syllabus but also based on experience. A mix of evaluations must be given.*

T3 claimed that she always uses classroom-based assessment because it appropriately depicts her students when understanding the ideas of classroom-based assessment. T3 believes that direct classroom assessment yields the actual outcome of students' comprehension of the topic content. She can clearly describe her students and comprehend their educational requirements. It assists her in determining what she should do next to increase the student's understanding of the target language. She stated that:

> *Classroom-based assessment is good because that is what I have always used. Assessment in the classroom must be believed that the direct assessment in the class is very accurate. Because when we judge only on paper, we will misguidedly give the score. For example, when asked to write, as teachers, we know the student does not have basic vocabulary, but the writing is excellent, and the product is good. Therefore, I always ask students to write based on their abilities. So that when it is in the classroom, I can judge where the shortcomings are. That is why I am more of a classroom-based assessment.*

Furthermore, to gain a deeper understanding of the teachers' beliefs about classroom-based assessment, they were asked about their personal beliefs about classroom-based assessment. T1 said that when the teachers assess the students in the classroom, it should be openly talked to all the students. Hence, they are going to notice that the teachers are assessing them right at that time.

Classroom-based assessment should be open to students. When I assess, students know I am assessing them. It is exposed. I told them, "I am assessing you right now, so when face-to-face in the class, the assessment is happening." By doing so, students know and are informed. Therefore, not only in terms of good scores from summative assessment but also in class. As a teacher, we should be able not to let students know anything, mainly when they are being assessed. Students would probably ask, "Why do I get an unfair score?" The teacher will answer, "You get such a score because you are so quiet in class." The students might follow it, "Because the teacher does not give us information if we are being assessed." Therefore, everything will be fair because it is open.

T1 believes that students can give their best when they notice and know what is happening in the classroom. For example, when the students see that the teacher is assessing them, they tend to be more active because they know it is the point they will get. Teachers encourage students to critically evaluate their current abilities and anticipate new ways of thinking about language education and learning, therefore it makes sense that the assessment should be made publicly available (Stephens et al., 2011).

Moreover during the teaching and learning in the classroom, T1 said that she is always open about all school activities for her students, be it assessments, projects, or any other activities. She loves to make the students responsive by telling them what is happening in the classroom.

Moreover, T2 stated that classroom assessment should remain objective for all the students to gain proper and satisfactory results for both parties, the teacher and the students.

> *The assessment should later produce results that can give satisfaction to the teacher and the student. It is an objective assessment.*

T2 believes that classroom-based assessment should be objective. It cannot be made to be suspected only to specific students. Hence, it is open to all students to get an objective result

of their ability in the language learning classroom. He explains that objectivity in the assessment can make both parties, the teacher and the students, satisfied with the result.

T3 had quite a similar view to T1 and T2 opinions about classroom-based assessment. According to her, classroom assessment could be one of the best assessments because all students have different abilities in dealing with foreign languages. Hence, by applying classroom-based assessment, teachers can assess the students based on their ability to deal with the target language. Some of the students had only basic knowledge of English. Differently, some students had quite a broader and deeper understanding of English. However, the students' self-confidence can boost their bravery during learning. Hence, a paper test could not be the only measurement for various types of students' behavior and knowledge. On the other hand, classroom-based assessment has a specific character and a spontaneous duty to measure and assess the students in a way that is effective for the student's improvement. T3 commented that

> *I believe students' abilities cannot be measured only on paper because of the different student ability levels. Some students have little essential ability, but he can bring out their abilities, like reading or speaking, because he has confidence. Some students are outstanding on paper, but some cannot be on paper but are more likely to be directly assessed. That is where I believe various judgments in the classroom are critical.*

DISCUSSION

Sources of teachers' beliefs about classroom-based assessment are quite similar to one another. T1 revealed that based on her experience as a language learner and as a teacher right now, she holds onto the belief of her own that classroom-based assessment is significantly important for her students to bring to the table significant changes in students' improvement. Not only her experience but also the English teacher's forum, well known as MGMP, play a role in shaping her beliefs about an assessment, especially the classroom-based assessment. According to research by Safitri and Gafur (2019), teacher participation in the teacher forum (MGMP) is thought to enhance pedagogical competency. A platform for collaboration that delegates authority and the availability of meeting time is necessary for the development of teacher professionalism in order to complete professional duties.

Teachers' friends can be the medium to change experiences, stories, or anything regarding the teaching experience, particularly about assessing the students. It is in line with what Thomas (2012) discovered that one-third and one-half of an educator's time is dedicated to assessment tasks. Therefore, by having a fellow teachers to share the best practices of assessment in class is significant. Moreover, T1 and T2 claimed that book references also play a role in shaping her beliefs. So many remarkable books about assessment helped her a lot during assessment decision-making in her teaching experience. As they experienced, it ranks among the most crucial teaching tools.

Moreover, T3 stated that the sources of her beliefs come from the learning design (RPP) that acted as a guide for her in creating an assessment. Moreover, book references as well as the internet, become the sources for creating assessments. Students learned what was explained in the textbook, and the textbook's presentation of the materials was the way students learned it. As a result, it is one of the most important resources in the classroom (Souisa, 2007). How good an assessment should be is the thing that she found the most through her references, either book or internet. In short, all of the teachers got their beliefs from various types of knowledge and experiences. They believed that their surroundings also had an impact on their beliefs.

However, all of the teachers have had different challenges during their assessment process in the classroom. T1 stated that the challenge teachers mostly faced came from the students. She said students' attitudes could affect what they are doing in the classroom,

especially when they have already got Math and or Science in the first hour of learning that day, followed by English. What students are doing in the classroom eventually hampers teachers' preparation. Teachers will not be able to fully assess their students because they are not in full concentration to learn anymore. The student's attitude in the classroom could affect what the teacher is doing in the classroom. Hence, students, as the core part of targeting the assessment, should be aware of the assessment itself and is followed by their attitude about when and how they are being assessed.

In assessing students in the classroom, both T2 and T3 highlight a central challenge: the varying abilities and attitudes of their students. T2 emphasizes that a student's capability is crucial and can significantly affect the assessment process. When students lack foundational skills in the target language, teachers face the daunting task of finding effective teaching methods tailored to individual needs. Similarly, T3 echoes this sentiment, noting that student attitudes, particularly a reluctance to learn and difficulty grasping basic concepts, present ongoing challenges. This variability in student readiness and engagement necessitates considerable effort on the part of teachers to adapt and support each student effectively in their language learning journey. Overall, the issues that teachers face during the assessment in the classroom come from the students. Students' lack of ability and students' attitude became the issues that the teacher mostly found. Hence, the teachers need to overcome the issues by providing solutions that are explained in the next point.

From the results of interviews and observations, all of the teachers gave various comments dealing with the possible solutions that they provided to overcome the challenges of applying classroom-based assessment. Because most of the challenges come from the students, the teachers said that they provided a solution that could enhance students' comprehension and learning experience in the classroom with some techniques or tricks in the process of learning and assessing.

T1 emphasizes the significant impact of classroom atmosphere on students' English learning motivation. By incorporating engaging icebreakers like games and songs, she transforms the class environment from one of stiffness or boredom into a vibrant and relaxed space where students feel comfortable expressing themselves. According to Sunarto (2012), such activities effectively break the ice and create an enthusiastic learning environment. T1's approach aims to foster a fun yet serious atmosphere that encourages active participation and learning. In contrast, T2 addresses student challenges through remedial efforts, providing frequent corrective feedback and explanations to bolster understanding in areas where students struggle. He believes that increased exposure to language through varied teaching methods enhances student proficiency and comprehension. Meanwhile, T3 identifies student deficiencies in basic English skills as a primary challenge, stemming from factors like limited prior exposure or support. She tackles these issues head-on by targeting fundamental skills such as vocabulary acquisition, recognizing it as a foundational hurdle that demands substantial additional effort. Ultimately, these teachers' strategies highlight the dual focus of fostering an engaging classroom environment and addressing fundamental learning barriers to support students' English language development effectively.

The importance of teachers' ability to assess students effectively aligns closely with findings from educational literature. Research by Black and Wiliam (1998) emphasizes the pivotal role of formative assessment in enhancing student learning outcomes. They argue that when teachers implement ongoing, interactive assessment practices, they provide continuous feedback that helps students understand their strengths and areas needing improvement. This aligns with the idea that assessment is not merely about grading or measuring, but about supporting student progress through informed instructional decisions (Hattie & Timperley, 2007).

Moreover, according to Brookhart (2013), teachers who possess a deep understanding of assessment principles are better equipped to create equitable learning environments where every student's learning needs are addressed. This resonates with the notion that effective assessment practices are rooted in teachers' beliefs about teaching and learning. By valuing and enhancing their assessment expertise, teachers can foster a classroom culture that promotes student engagement and achievement (Schafer, 2016).

In conclusion, integrating insights from educational research underscores the critical role of teachers' beliefs and practices in shaping effective assessment strategies.

CONCLUSION

The study gathered opinions from EFL teachers at SMA Negeri 13 Maluku Barat Daya regarding classroom-based assessments, their challenges, and potential solutions. Key findings include understanding and use of assessments. Teachers recognize the importance of individual evaluations for language learning and frequently use classroom-based assessments to gauge student understanding, as confirmed by interviews and classroom observations. Regarding the sources of beliefs and knowledge, teachers' beliefs are shaped by various sources, including the English Teacher Forum (MGMP), books, lesson plans, and syllabi. These resources help teachers share ideas and enhance their teaching practices. Furthermore, teachers face challenges primarily from students, including their lack of ability and attitude, which complicates the application of classroom-based assessments. Teachers often have to address foundational issues like vocabulary alongside their planned lessons. The solutions that all the teachers use to address these challenges include strategies like icebreakers to create a fun learning environment, re-teaching or re-explaining material, providing remedial work, and being attentive to student's needs and abilities.

In conclusion, this study highlights the importance of classroom-based assessment in EFL teaching. While teachers face challenges with student abilities and attitudes, adopting creative and supportive strategies can enhance learning outcomes. Professional development and collaboration through forums like MGMP are essential for continuous improvement in assessment practices.

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